DOCUMENT RESUME

ED 403 387 CE 072 995

TITLE	Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.
INSTITUTION	Australian National Training Authority, Brisbane.
REPORT NO	ISSN-1324-9185
PUB DATE	96
NOTE	48p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Standards; Access to Education; Annual Reports; Delivery Systems; *Educational Change; Educational Cooperation; Educational Planning; Educational Quality; Federal State Relationship; Financial Support; Foreign Countries; Government School Relationship; *National Programs; Program Administration; Program Costs; Program Development; Program Effectiveness; Program Improvement; Relevance (Education); State Programs; Strategic Planning; Systems Approach; *Vocational Education
IDENTIFIERS	*Australia

ABSTRACT

In 1995, efforts to develop Australia's vocational education and training (VET) system focused on implementing Australia's first national strategy for VET, Towards a Skilled Australia. All stakeholders in VET worked to advance Australia's national strategy for VET, which revolved around the following four themes: responsiveness (maximizing diversity, choice, and cooperation among public, private, and industrial training partners); quality (supporting high standards); accessibility (enabling all Australians who want/need training to get it); and efficiency (emphasizing value for money/accountability and streamlining administrative arrangements). After a major review of VET, a package of measures was developed to achieve a more flexible VET system with more emphasis on the relationship between training providers and clients. Among the areas in which major initiatives were undertaken or completed in 1995 were the following: facilitation of industry input and client choice; competitive tendering; flexible delivery; frontline management; identification/dissemination of best practices; and quality assurance through development of a national curriculum and national assessment system and qualifications framework. (Eighteen figures/tables are included. Appended are lists of members of the following organizations in 1995: state and territory training authority boards; Standards and Curriculum Council; and National Staff Development Committee.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ANNUAL NATIONAL REPORT 1995

ED 403 387

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

B Grace

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

VOLUME ONE

1

RATIO

INING SYS

CE072995

BEST COPY AVAILABLE

AUSTRALIAN NATIONAL TRAINING AUTHORITY

Australian National Training Authority
10 Eagle Street
Brisbane 4000 Queensland
Australia

© Australian National Training Authority 1996

ISSN. 13249185

Cover photograph: Teresa Greer from Perth, WA, the Australian Apprentice of the Year 1995.

ANNUAL NATIONAL REPORT 1995

AUSTRALIA'S VOCATIONAL EDUCATION AND TRAINING SYSTEM - VOLUME 1

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

CONTENTS

THE YEAR IN REVIEW 1

AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING IN 1995 3

- How the Vocational Education and Training System Works 3
- The National Strategy 4
- State and Territory Training Profiles 5
- Industry Vocational Education and Training Plans 6

MAJOR REVIEWS OF VOCATIONAL EDUCATION AND TRAINING 7

- Training Reforms 7
- Review of the ANTA Agreement 8

1995 NATIONAL ACHIEVEMENTS 9

- Greater Responsiveness 9
- Enhanced Quality 14
- Improved Accessibility 20
- Increased Efficiency 26

NATIONAL PROGRAMS 30

NATIONAL PROJECTS 31

INTERSTATE CO-OPERATIVE PROJECTS 32

FINANCIAL INFORMATION 33

INTRODUCTION

This report on the vocational education and training system in 1995 is in three parts:

- Volume I outlines the major features and achievements of the Australian vocational education and training system nationally.
- Volume II contains a chapter from each State, Territory and the Commonwealth.
- Volume III contains detailed information on the performance and characteristics of the vocational education and training system.

In 1995 all stakeholders in the vocational education and training system, including State, Territory and the Commonwealth governments, vocational education and training authorities, industry, unions, and employer associations made a significant contribution to increasing the responsiveness, quality, accessibility and efficiency of the national vocational education and training system.

ACHIEVEMENTS

The major achievements in 1995 detailed in this report were:

FOR STUDENTS

- $70 million available for 35,000 more places for school leavers, those in the workforce and those seeking to enter it
- Introduction of a system of nationally recognised qualifications from school and to university
- More courses meeting industry standards with improved course outcomes
- 80% of students reported achieving their main purpose in undertaking a course
- 73% employment rate for graduates with drop in unemployment rates for graduates and boost in earnings for 37% of full-time employees
- Graduate satisfaction at 80%
- Piloting of user choice for apprentices and trainees
- Growth in career paths tied to training in many industries, eg. metals, tourism and hospitality, automotive, building and construction
- More flexible delivery - in the workplace, at home and out-of-hours
- Increase in recognition of high achievers through State and national Training Awards.

FOR EMPLOYERS

- More courses meeting industry needs through new standards
- Agreement on reforms to entry level training and new apprenticeship and traineeship products across industries under development
- More flexible approach to delivery, eg. in the workplace
- New assessment arrangements under development in six industries
- Growth in structured training in under-serviced areas, eg. retail, property services
- Agreement on simplified structures and processes for product development and regulation
- Introduction of Employer Satisfaction Surveys (showing satisfaction rates of 79%)
- Piloting of user choice for employers of apprentices and trainees
- Increase in diversity of recognised providers - over 500 companies registered as providers
- Quality certification of providers
- Greater focus on small business with a Business Forum to develop a training strategy
- Greater recognition of employer achievement, including small business, through State and national Training Awards.

FOR PROVIDERS

TAFE

- Increase in resources and growth in student load
- Introduction of national Qualifications Framework
- Introduction of Best Practice Recognition Scheme for providers
- Many colleges achieving quality certification
- Partnerships with industry to develop new apprenticeship and traineeship packages worth $19 million.

Private Providers

- Over 1,900 providers registered
- $21 million of public growth funding tendered
- Introduction of user choice for apprentices and trainees
- Introduction of national Qualifications Framework
- Recognition through Best Practice Scheme
- Access to Management Development Scheme

AREAS REQUIRING IMPROVEMENT

The areas requiring further attention and improvement which are also outlined in this report include:

- Continuing criticism from industry on the complexity of the training system and the need to ensure that Ministers' decisions on training reform are implemented promptly and effectively
- Continuing problems with the National Framework for the Recognition of Training (NFROT) and the need to extend coverage of the Framework to contracts of training
- Performance of the national ITAB network is patchy
- Problems experienced in the production of comparable management information statistics on vocational education and training. This is addressed in Volume III.

In 1996 attention will be given to these areas through a range of initiatives designed to substantially improve the national framework for vocational education and training.

Students from one of the first Business Practice Firms in Australia consider ways of marketing their business.

HOW THE VOCATIONAL EDUCATION AND TRAINING SYSTEM WORKS

The national vocational education and training system is a co-operative arrangement between the Commonwealth, State and Territory governments, industry and Industry Training Advisory Bodies (ITABs), private and public training providers and other stakeholders. This co-operation is directed towards achieving a world-class training system responsive to all clients and their training needs.

The Australian National Training Authority (ANTA) draws on the input and needs of these stakeholders in the national vocational education and training system and provides the impetus and framework for national strategic direction and co-ordination. The key planning mechanisms for the national vocational and education training system are the National Strategy, Industry Vocational Education and Training Plans and State and Territory Training Profiles.

ANTA was established under the *Australian National Training Authority Act 1992*, following an agreement by Heads of Government to establish a national focus for vocational education and training, with strong industry input. The Authority is run by an industry-based Board which advises, and is responsible to, a Ministerial Council, comprised of the relevant Commonwealth, State and Territory Ministers.

In 1995, the Ministerial Council comprised:

- **Commonwealth**
  The Hon Simon Crean, MP, Minister for Employment, Education and Training (Chair)
  The Hon Ross Free, MP, Minister for Schools, Vocational Education and Training
- **New South Wales**
  The Hon Kerry Chikarovski, MLA, Minister for Education and Training (until March 1995)
  The Hon John Aquilina, MLA, Minister for Education and Training (from March 1995)
- **Victoria**
  The Hon Haddon Storey, QC, MLC, Minister for Tertiary Education and Training
- **Queensland**
  The Hon Matt Foley, MLA, Minister for Employment, Training and Industrial Relations (until July 1995)
  The Hon Wendy Edmonds, MLA, Minister for Employment and Training and Minister assisting the Premier on Public Service Matters (from July 1995)
- **Western Australia**
  The Hon Norman Moore, MLC, Minister for Education, Minister for Employment and Training
- **South Australia**
  The Hon Dr Bob Such, MP, Minister for Employment, Training and Further Education
- **Tasmania**
  The Hon John Beswick, MHA, Minister for Industrial Relations, Vocational Education and Training
- **Australian Capital Territory**
  Mr Bill Wood, MLA, Minister for Education and Training (until April 1995)
  Mr Bill Stefaniak, MLA, Minister for Education and Training (from April 1995)
- **Northern Territory**
  The Hon Fred Finch, MLA, Minister for Education and Training (until July 1995)
  The Hon Steve Hatton, MLA, Minister for Education and Training (from July 1995)

The ANTA Board members until 21 December 1995 were:

- Mr Brian Finn, AO (Chairman), Chairman, IBM Australia Limited;
- Ms Anne Rein (Deputy Chair), Assistant Director-General, Office of Public Sector Management, New South Wales Premier's Department;

Students receive instruction in a training restaurant as part of a two year Diploma in Hospitality Management.

- Dr Michael Deeley, Chairman, North Limited;
- Mr Stuart Hornery, AO, Chairman, Lend Lease Corporation Limited; and
- Mr Bill Mansfield, Assistant Secretary, Australian Council of Trade Unions (ACTU).

From 22 December 1995, the Board members were:

- Mr Stuart Hornery, AO (Chairman);
- Mr Bill Mansfield (Deputy Chairman);
- Mr Geoff Ashton, Managing Director, Clyde Industries Ltd;
- Ms Stella Axarlis, Managing Director, Bilcon Engineering Pty Ltd;
- Ms Jenny Rixon, Managing Director, Rixon Clothing Pty Ltd; and
- Ms Cherry Cole, Chair of the Standards and Curriculum Council (SCC) attended in an *ex officio* capacity from July 1995.

Each State and Territory has legislative arrangements in place to support the co-operative arrangements in vocational education and training, including the role of ANTA. Arrangements have been enacted to establish a State Training Authority or Board of Vocational Education and Training in each State/Territory, with its own advisory mechanisms.

A diverse cross section of industries, providers and participants in training are represented on these boards. The members of State Training Boards are listed in Appendix A.

In 1995, public spending on vocational education and training reached $2,674 million, comprising Commonwealth, State and Territory funds allocated through the negotiation of training profiles with State and Territory training authorities for capital development, training delivery and support activities.

THE NATIONAL STRATEGY

The first National Strategy for Vocational Education and Training, *Towards A Skilled Australia*, was released in 1994 and set broad strategic directions for vocational education and training over the medium term, and outlined specific initiatives to be pursued throughout 1995 and 1996.

There was continuing progress in 1995 in response to priorities endorsed by the Ministerial Council and the framework provided by the National Strategy.

The Strategy was developed in consultation with stakeholders and provided a strategic planning framework for use by industry and State and Territory training agencies. The Strategy is developed around four themes:

- ***responsiveness***, so that diversity, choice and co-operation is maximised between the full range of training providers - public, private and industry;
- ***quality***, so that those achieving at the highest standards are supported and incentives are offered to others to reach those standards;
- ***accessibility***, so that all Australians who want and need training can get it; and

- ***efficiency***, so that value for money and accountability are emphasised and administrative arrangements are streamlined and simplified.

The achievements for the year are also presented within these themes.

STATE AND TERRITORY TRAINING PROFILES

Each State and Territory training authority develops a training profile based on the National Strategy, as a single and comprehensive plan for the provision and support of vocational education and training for the year ahead. The State and Territory Training Profiles are prepared in a common format, are developed in consultation with ANTA and are endorsed by the Ministerial Council.

Ministers endorsed the following priorities for 1995 as a guide to the development of training profiles:

- the use of Best Practice principles;
- consultation and development of criteria for distribution of resources within and between industry sectors;
- arrangements for the implementation of the Australian Vocational Training System;
- initiatives to address the needs of disadvantaged and under-represented groups; and
- the allocation of resources through competitive processes and initiatives aimed at creating partnership arrangements between public, private and industry providers.

Vocational Education and Training Directions and Resource Allocations for 1995 provides an overview of the national training effort.

The training profiles developed in 1995 outlined planned initiatives for 1996 to address State and Territory priorities and national priorities identified by the ANTA Ministerial Council. The training profiles also detailed projected training delivery funded through the ANTA Agreement for the period 1996 to 1998; projected commencements for traineeships and apprenticeships; and projected activity in adult and community education. Capital development plans, submitted as part of the training profiles, linked planned capital and infrastructure expenditure to identified priorities.

A new format for presenting activity data made it possible, for the first time in 1995, to describe growth allocations in terms which could be related to industry needs. However, while growth funds were allocated in response to emerging priorities, the significant part of recurrent funding continued to be allocated to traditional areas.

The partnership arrangements established between the Commonwealth and States and Territories for the development of training profiles require that the States' own effort for vocational education and training must be maintained. The Ministerial Council agreed to include three non-financial measures, as well as the previously agreed financial measure, for the 1995 assessment of maintenance of effort and also agreed that 1994 should form the base year from which to set targets for all measures.

These non-financial measures were:

- annual hours curriculum;
- module load completion rates; and
- enrolment.

Firm bases were established for the first two measures, but further work was identified on the enrolment measure to ensure consistency with the agreed definition for maintenance of effort purposes.

In 1995 a review was also undertaken of the scope and boundary applying to the measurement of maintenance of effort. The Ministerial Council agreed to changes from 1996 to the scope and boundary for recurrent expenditure in order to provide a more complete definition of vocational

education and training. The Council also agreed to omit capital expenditure from the scope and boundary and to examine it separately, with the objective of maintaining an appropriate share of capital investment between the two levels of government. A statement on the scope and boundary for the non-financial measures was endorsed.

INDUSTRY VOCATIONAL EDUCATION AND TRAINING PLANS

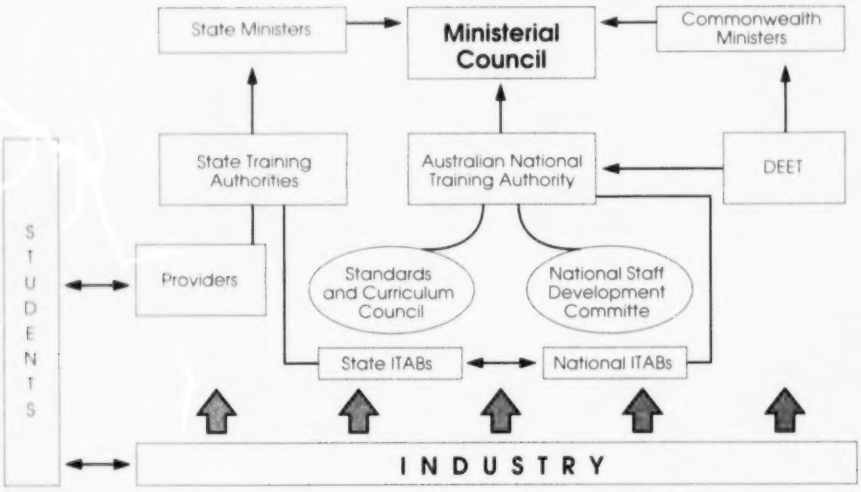
The ANTA Ministerial Council identified key roles for national ITABs, on advice from the ANTA Board, in 1993.

These roles are:

- to develop annual national vocational education and training plans;
- to provide advice and information to industry on matters relating to vocational education and training and promoting improved training arrangements;
- to provide national co-ordination for activities of the State and Territory ITAB network;
- to provide advice to governments on projected changes in industry, education and training needs, training policy, resource requirements and priorities for funding allocation for schools, vocational education and training, and higher education;
- to examine aspects of training reform and develop implementation plans; and
- to develop, maintain and endorse competency standards.

STRUCTURE AND PROCESSES OF NATIONAL VOCATIONAL EDUCATION AND TRAINING SYSTEM

The National Training System in 1995 and its key relationships can be represented as follows:



TRAINING REFORMS

The ANTA Board advised Ministers in October 1993 that, whilst there was strong support for training reform, there was a level of concern from industry about the complexity of implementation. ANTA was requested by Ministers to undertake a review of training reform implementation.

The review identified the disparity between the reality of the training system and the aspirations of industry as a major weakness in the vocational education and training system.

Consequently, in its report to Ministers in September 1994 on the outcomes of the review, ANTA proposed the establishment of a broadly-based implementation group, led by Mr Stuart Hornery, AO, a member of the ANTA Board.

Ministers agreed to the Implementation Group's proposals in May 1995 for greater flexibility and more emphasis on the relationship between training providers and their clients. The outcome of these proposals will result in a training system which has:

- clear access points for individuals and enterprises;
- simpler structures;
- greater flexibility, including user choice mechanisms to encourage direct involvement by industry and training participants in selecting training providers; and
- devolution of authority.

The measures will also simplify national structures and processes and increase accountability to Ministers. The key features of the package are:

- more efficient methods for development of standards and curriculum, as well as other key elements of vocational education and training, through a new Standards and Curriculum Council (incorporating the former ACTRAC and NTB) operating within the ANTA structure. This will ensure that the processes of standards and curriculum development are integrated and there is one point of authority to deal with national regulatory issues;
- a new emphasis for vocational education and training by placing more authority with industry and training providers through agreed criteria for delegating endorsement of competency standards and accreditation, as well as streamlined processes for the development of standards and curriculum;
- a national framework for on-going development of an integrated assessment system, so that skills are treated equally no matter how they are acquired, in colleges or in industry;
- a more flexible approach to the alignment of industry competency standards to the Australian Standards Framework (ASF) to ensure greater responsiveness to industry;
- principles for the conduct of user-choice pilots, which enabled apprentices and trainees and their employers to make informed decisions about the provider of their choice. This initiative has the potential to give enterprises a major say in training delivery;
- guidelines for customisation of curriculum, which allowed enterprises to adapt accredited courses to suit their particular needs; and
- client service standards for accreditation of courses to improve service to industry.

NEW STRUCTURES

To assist in the achievement of these objectives Ministers agreed to confer additional powers on ANTA and to a rearrangement of national structures, primarily through the formation of two separate committees within the ANTA framework from 1 July 1995. The implementation of these reforms commenced in mid 1995. Progress has generally been satisfactory, while some areas such as the operation of the National Framework for Recognition of Training and the implementation of user choice have been uneven or have lagged. The

implementation of the package of reforms will require ongoing monitoring and further review.

The Standards and Curriculum Council was established to cover competency standards, curriculum, the National Framework for the Recognition of Training, assessment, quality assurance, and the vocational education and training aspects of the Australian Qualifications Framework (AQF).

The Council enabled industry groups, enterprises and individuals to make effective use of recent reforms and to access the vocational and education training system at a single point.

The powers exercised by the Council are of two basic types:

- those of an advisory and monitoring nature where the Council reports to Ministers through the ANTA Board; and
- those where the Council itself exercises the powers in relation to the implementation of agreed policies and guidelines in an operationally independent and determinative manner, reporting only outcomes to the ANTA Board and Ministers.

The members of the SCC are listed in Appendix B.

The other committee, the National Staff Development Committee (NSDC), was established to develop national policy and manage national staff development projects within the national vocational education and training system.

It had been established in 1977 to advise on staff development initiatives for the TAFE sector.

The NSDC's expanded role was reflected in changes to the Committee membership which was broadened to include representatives of industry, private providers, State Training Authorities, the Australian Education Union and the Department of Employment, Education and Training (DEET).

The members of the NSDC are listed in Appendix C.

REVIEW OF THE ANTA AGREEMENT

In August 1995 a Review Team chaired by Mr Rae Taylor, AO, Chairman of the National Centre for Vocational Education and Training (NCVER), was established to conduct a review into the ANTA Agreement as required in the Schedule of the *ANTA Act*.

The terms of reference of the Review required consideration of the extent to which the ANTA Agreement had contributed to the achievement of:

- a national vocational education and training system;
- closer interaction between industry and vocational education and training providers;
- an effective training market;
- an efficient and productive network of publicly-funded providers;
- increased opportunities and improved outcomes for participants in the system; and
- improved cross-sectoral links.

An issues paper was prepared, and the Review team engaged in an extensive round of consultations with key stakeholders including employer bodies, individual enterprises, unions, the relevant Commonwealth, State and Territory Ministers, ANTA, State and Territory training authorities, private training providers, students and the general community. Submissions to the Review were invited from interested organisations and individuals.

A report was produced in February 1996.

1995 NATIONAL ACHIEVEMENTS

There was continuing progress in 1995 in response to priorities endorsed by the Ministerial Council and the framework provided by the National Strategy. The priorities and achievements for the year are presented within the key themes of the National Strategy, ie:

- greater responsiveness;
- enhanced quality;
- improved accessibility; and
- increased efficiency

GREATER RESPONSIVENESS

The strategies to achieve greater responsiveness emphasised:

- measures to facilitate high quality industry input and address the distribution of resources within, and between, industry sectors;
- the need for greater choice between public, private and industry training providers, and a commitment to increase the diversity of the training market;
- measures to promote client choice through the availability of appropriate training opportunities; and
- a range of initiatives to provide training for supervisors and small business employees which was suited to the particular needs of their business.

ADVICE FROM INDUSTRY

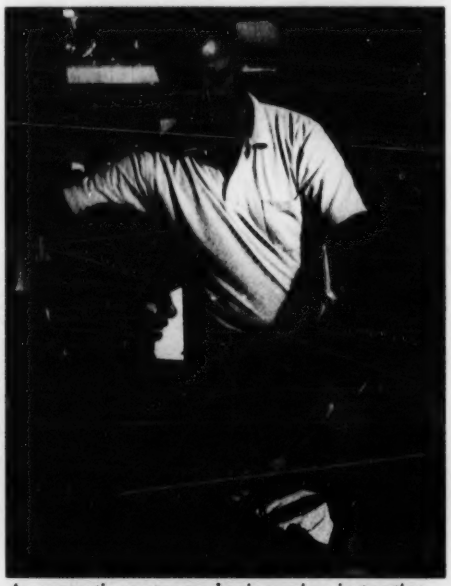
In response to concern about the distribution of resources within and between industries, a significant restructuring of the national ITAB network occurred in 1995. This reduced the number of national bodies from 43 to 18 and increased workforce coverage to around 90%, or in excess of 7.5 million workers. By the end of 1995, all 18 new national ITABs had commenced operations.

The restructured ITABs are generally more representative of industry with most Boards having greater representation from companies operating in the relevant field.

As most of the new ITABs had undergone substantial amalgamation or had coverage extended, financial support was provided for the establishment phase of each ITAB. Under the new funding arrangements 80% of funding passed to State and Territory ITABs through State Training Authorities and ANTA retained responsibility for distributing the remaining 20% through the relevant national ITAB.

Financial support for projects was based on priority proposals from each new ITAB for project work in the development of competency standards, curriculum, assessment and innovative approaches to training relevant to their industry.

National Program funds supported industry participation in nationally recognised training and the development and trialing of innovative approaches to training in the Automotive, Building and Construction, Food, Light Manufacturing, Mining, Property Services, Tourism and Hospitality and Utilities industries and related sectors. Programs were also initiated to increase participation in recognised training by members of groups under-represented in training, identified in the National Strategy.



An apprentice motor mechanic receives instruction

There has been a significant increase in industry input to planning for the delivery of vocational education and training. Most industry groups were involved in consultations at either the national or State level to refine plans which advised government on industry training needs. A summary of these plans was provided in *A Guide to Industry Training Priorities of National ITABs* which was published by ANTA in May 1995.

Performance benchmarks were developed to assist the new ITABs to achieve and maintain a high level of performance and assessment. These benchmarks related to the roles of the national ITABs, agreed by the Ministerial Council, and provided a basis for allocation of the Operational Support Grant to each ITAB.

The performance of the new national ITAB network was varied, with some national ITABs performing at a high level in the involvement of enterprises within the industry sector; determining strategic priorities for the industry over the medium-term; and engaging in activity and projects to support the development of training within the industry. Significant co-operative effort is still required for other national ITABs.

At a State level, ITABs provide detailed advice on industry training needs which is integrated into the development of the State Training Profile. In parallel with the restructuring of the national ITABs, each State and Territory has been restructuring its State or Territory network for a greater focus on the regional needs of industries rather than the more strategic focus that is the role of their national counterparts.

Planning activities to align the provision of training with industry and individual demand significantly increased in 1995 as all States and Territories consulted industry on the current and future demand for training as the basis for development of State and Territory training profiles. For example:

15

- In NSW, the Board of Vocation Education and Training (BVET) profile team organised 30 regional workshops for government departments and agencies, small business, private providers and ITABs. Questionnaires were completed by all key stakeholders and quality integrated data was obtained, including economic, labour market, demographic and social data. TAFE Training Divisions prepared improved plans, showing anticipated demand from industry, business, the community and State and national ITABs.
- Victoria obtained industry specific planning information, including further education needs particularly in language and literacy from Industry Training Plans. This information together with overall industry forecasts assisted in determining the balance of training provision against current and future needs.

ALLOCATION OF RESOURCES THROUGH COMPETITIVE PROCESSES

Competition for some resources was introduced to the national vocational education and training system, both to enhance responsiveness of the system to the needs of clients and to promote diversity in the training market.

COMPETITIVE TENDERING

The most commonly used strategy for competitive allocation of funds was competitive tendering. This involved providers, both public and private, bidding for the delivery of identified publicly-funded programs.

The programs for competitive tendering were usually decided by State Training agencies in consultation with industry. All States and Territories were engaged in allocating a total of $21 million (or 30%) of Commonwealth growth funds (of $70 million) for competitive tendering.

Some providers negotiated preferred supplier arrangements over several years which involved

specified period, to a provider with a proven track record in delivering high quality training in a particular field. These arrangements enhanced efficiency and capacity for business planning, particularly for private providers, and supported the opening up of the training market by providing business security to high performing, competitive providers.

For example:

- Victoria allocated $23.15 million of funds for training through competitive processes. This included:
  - $3.9 million for traineeships;
  - $5.5 million among private providers to meet priority training needs; and
  - $10.9 million for pre-vocational courses to achieve a mix of provision between 27 TAFE institutes and 36 private providers.

In Western Australia, approximately $7.7 million was allocated to purchase training places by public tender, including $3.4 million to deliver 918 full-time, full-year training places in 48 industry specific courses and $4.3 million to deliver 1,790 full-time training places in 97 pre-vocational courses. Almost 40% of the courses were delivered by private training providers including business colleges, Skillshares, hospitality colleges, community training providers and group training companies. Competitive tendering has also encouraged public training providers, who were selected to provide 60% of the courses put out to tender, to improve their competitiveness and industry outlook.

- The Client Purchase Arrangement (CPA) was an initiative of Training and Employment Queensland to increase employer participation in the vocational education and training system. The objective was to provide financial assistance to employers to purchase training, from recognised training providers, for their existing staff.

USER CHOICE

A key feature of 1995 was development of the concept of user choice in the vocational education and training system. User choice gives clients greater choice in the purchase and delivery of training to best meet their needs. It was based upon the understanding that clients want to be involved in the design of training and that, if given the opportunity to interact directly with providers, they will negotiate a total training package which suits their needs. Public funds are allocated to the chosen provider - TAFE or private provider - following this negotiation and choice by the client.

In 1995 a set of principles were developed under which user choice pilots could be conducted in all States and Territories. The Implementation Group, chaired by Stuart Hornery, expressed concern about slow progress with the implementation of user choice, and Ministers agreed at the end of 1995, to the allocation of $7 million for a national pilot of the user choice concept to be conducted throughout 1996.

FLEXIBLE DELIVERY

Client expectations of vocational education and training can only be partially met by traditional delivery methods. Flexible delivery is client focussed in terms of what training is undertaken, how it is delivered and when it is delivered. The client or learner has to be aware of the options available to them and training providers must be capable of responding with the flexibility that learner control or choice implies. In short, flexible delivery emphasises the importance of the relationship between the client and provider.

In 1995, the Authority undertook two major initiatives to increase the focus on flexible delivery. The first involved the establishment of the National Flexible Delivery Taskforce chaired by the then Chairman of ANTA, Mr Brian Finn, AO, to progress a system-wide approach to the implementation of more flexible training delivery.

The Taskforce provided a focus for examining barriers to the adoption of flexible delivery and ensured that strategies were put in place to facilitate the adoption of delivery approaches to enhance training opportunities for all Australians.

During 1995, the Taskforce commenced the following initiatives:

- development of a *National Policy Framework for Flexible Delivery* in the vocational education and training sector;
- the documentation of user requirements for flexible delivery; and
- development of strategies for the removal of barriers to the further adoption of flexible delivery.

The second major initiative involved specific project work including:

- the allocation of $4 million from Interstate Co-operative Funds to States and Territories for a range of initiatives to trial the use of technology for delivery; and
- the development of a database linking standards, curriculum and registered providers under the Standards and Curriculum Council to improve access to information.

Flexible delivery is not just about technology. However, developments in communication and information technologies provided opportunities for improving access to information, as well as the delivery of training, to a greater number of clients. Stakeholders in vocational education and training are coordinating ways in which the provision of training can better meet the needs of clients through the use of new technology.

- The TAFE South Australia TeleLearning Consortium was awarded second place in a worldwide best practice competition, designed to identify the most successful applications of video-conferencing. The award from PictureTel recognised superior innovation and achievement in the use of video-conferencing. The TeleLearning Consortium now covers 19 sites across the State and plans to expand in 1996.
- The North West Institute of TAFE in Tasmania continued to explore flexible delivery options, for example, development and delivery of on-site training for rural food processing industries such as Simplot in 1995. Key developments included resource sharing and further development of enterprise specific learning resources including customisation of curriculum. Links between the productivity and competitiveness of food processing industries and training in new work practices and new technology were recognised in the Tasmanian Training Profile and Interstate Co-operative activities.
- The Public Administration Traineeship (PAT) scheme, enabled about 200 ACT trainees employed in both Commonwealth and ACT departments to begin training during 1995. Developed by the Public Administration ITAB, the scheme was based on module pricing. It enabled departments to register as providers and buy whatever mix of modules they deemed appropriate. Some departments delivered selected modules in-house and contracted externally the delivery of others to private and public sector providers. During 1995 over 20 Commonwealth departments registered as private training providers to deliver PAT training in all States and Territories.

FRONTLINE MANAGEMENT INITIATIVE

The final report of the Industry Task Force on Leadership and Management Skills, *Enterprising Nation*, was released in April 1995. Amongst other things, the report recommended a national training strategy for frontline management.

The Frontline Management Initiative (FMI) was developed against the imperative that it be owned and driven by users, not governments or providers.

An FMI Reference Group chaired by Colin Griss, Director of Barton Institute of TAFE and a member of the Industry Task Force, achieved the following outcomes during 1995:

- draft Generic Competency Standards developed following extensive consultation with industry and government;
- a national review conducted of existing management development products and strategies;
- establishment of the FMI Database, a directory of development strategies; and
- the development of an assessment framework to support the FMI.

The Generic Competency Standards for Frontline Management were provisionally endorsed by the Standards and Curriculum Council in November 1995. This endorsement was granted subject to an on-going validation process, with standards being progressively reviewed in light of industry feedback.

A comprehensive process of consultation with over 2,000 organisations was developed and piloted in 1995, involving small, medium and large enterprises, employer and employee organisations and ITABs and public and private training providers. These stakeholders identified the following issues as priorities:

- endorsement of the FMI as a flexible framework supporting enterprise led management development;
- reinforcement of a learning and assessment model; and
- support for a quality assurance approach as proposed in the FMI, over a regulatory style response.

Horticultural students learn about a variety of species of plants as part of their training

SMALL BUSINESS

Over 2.5 million Australians are employed in the 794 000 small businesses in Australia, ranging from small, owner-operated businesses to manufacturing firms. Small business is, therefore, critical to the Australian economy and it is vital that small business is able to participate fully in training reform initiatives and development.

While small business utilises the apprenticeship and traineeship system, mainly through group training companies, it is less active in other forms of training.

In 1995, ANTA convened the first Small Business Forum to obtain advice and input on small business training issues as a mechanism to increase the value of training to small business and to obtain input on how training can be made more relevant to small business. The Forum comprised 50 small business owners from around Australia.

The Small Business Forum is to develop, with ANTA, a strategy to boost training in small business and to ensure that those working in small business have the skills to meet future business needs.

In December 1995, the ANTA Ministerial Council appointed two small business owners to the ANTA Board, in recognition also of the need to ensure that the national training system is relevant to the small business sector.

- Ms Stella Axarlis is the Managing Director of Bilcon Engineering Pty Ltd, an engineering company in Dandenong, Melbourne;
- Mrs Jenny Rixon is the Managing Director of Rixon Clothing Pty Ltd, a sportswear manufacturing company in Salisbury, Brisbane.

Ms Axarlis and Mrs Rixon will provide a valuable insight to small business training needs for the ANTA Board and the Ministerial Council.

19

ENHANCED QUALITY

The National Strategy proposed:

- the development of national measures for best practice and the introduction of quality assurance arrangements;
- development of an integrated structure designed to address the complexity and lack of co-ordination in the standards and curriculum arrangements which existed;
- making curriculum development, assessment and accreditation procedures more responsive by placing more authority in the hands of industry groups and enterprises which have a proven track record in competency standards development;
- increasing the skills and understanding of staff delivering vocational education and training; and
- development of curriculum materials to support national goals for vocational education and training.

BEST PRACTICE AND QUALITY ASSURANCE

A Best Practice Working Group was established to oversee and co-ordinate quality assurance and best practice across the vocational education and training sector. Over 25 training providers, both public and private, as well as several ITABs and group schemes were involved in a variety of projects valued at more than $1 million to support the development and piloting of quality improvement processes. Some of the projects explored the international standards certification path and others the Australian Quality Awards based approach.

The projects were:

- Promoting Best Practice Approaches (managed by NSW);
- Adult and Community Education (ACE) Sector (managed by NSW);
- Validation of Devolved Accreditation Processes (managed by VIC);

- Quality Management Pilots (managed by QLD);
- Best Practice and Benchmarking (managed by SA);
- Assessing Customer Service (managed by SA);
- Using Benchmarking for Quality Improvement (managed by ACT).

A National Seminar on Best Practice and Quality Assurance in the vocational education and training sector, aimed at facilitating national consensus on a range of acceptable approaches to quality assurance and best practice, was held in September 1995. Participants included representatives from State training authorities, public and private providers, industry training advisory bodies, community peak bodies and other vocational education and training stakeholders.

Building on the work of the seminar, a national Best Practice newsletter was introduced to facilitate discussion and dissemination of quality approaches adopted by States and Territories.

- More than 20 training organisations adopted the WA Quality System, developed through extensive consultation with key clients and stakeholders. The system generated significant interest nationally and from the United Kingdom. Key benefits included a flexible framework for organisational quality improvement, marketing advantage, preferred supplier status, ability to achieve self-management of accreditation and registration, ISO 9000 certification and a basis for benchmarking performance. The quality system offered the choice of self assessment/external validation or external validation alone and led to quality endorsed training organisation status.
- The NSW TAFE Commission's Quality Council continued implementation of the quality strategy which incorporated principles of quality assurance standards, total quality management, statistical process control, teamwork and benchmarking. A total of 13 TAFE Training Divisions worked towards achieving quality assurance standards for courses to the International Standards Organisation's standard ISO 9001 by mid-1996. This encompassed the design and development of curriculum, development of teaching and learning resources, training of teachers and other staff, assessment and examinations, to ensure client focussed, timely, competitive and cost effective development of programs and services.

STANDARDS AND CURRICULUM COUNCIL (SCC)

The establishment of the SCC provides a clear focus within the ANTA framework for industry and government to agree on the major principles and processes to reduce complexity, to underpin quality, and to guarantee national outcomes of training.

NATIONAL COMPETENCY STANDARDS

The SCC endorses competency standards developed for industry groupings or enterprises and approves competency standards bodies (CSBs). However, as part of the move to devolve authority for elements of training reform, the SCC is establishing processes for the delegation of standards endorsement to CSBs and has introduced streamlined processes for approval and adoption of standards.

This involves:

- an agreed process to design and rationalise the current CSBs to coincide with the national ITAB structure targeted for completion in June 1996;
- a trial of delegation of standards endorsement to two ITABs;
- design and implementation of a new national register for industry bodies which can be readily accessed; and
- clarification of the role and use of cross-industry standards and the incorporation of frontline management competencies within the ASF, in line with the report, *Enterprising Nation*.

A final year apprentice receives training in the electrical and mechanical instrument process course.

To date, 182 sets of industry standards have been endorsed covering approximately 55% of the workforce represented by the new ITAB network.

In addition, cross-industry standards were endorsed and implemented in the areas of clerical/ administration, drilling, assessors and workplace trainers, frontline management and small business management.

A total of 160 competency standards projects are currently underway and another 59 are expected to be approved in principle for funding in 1996. These projects will extend the proportion of the workforce covered by competency standards to 74% by the end of 1996.

NATIONAL CURRICULUM

The SCC has developed a system for funding national curriculum and learning materials based on industry competency standards, and consistent with national industry vocational education and training plans submitted by ITABs.Guidelines for funding and tendering of curriculum projects were also developed, as a means of increasing quality outcomes at a competitive cost.

In 1995, there were 102 curriculum projects linked to specific industry training requirements, and 16 non-aligned projects which covered areas such as literacy, women's training needs, Auslan (hearing impaired) and Aboriginal and Torres Strait Islander peoples' education and training.

NATIONAL FRAMEWORK FOR THE RECOGNITION OF TRAINING

The National Framework for the Recognition of Training is an agreement between State, Territory and Commonwealth governments which seeks to ensure consistency across the nation in the recognition of training, credit transfer and accreditation of training courses.

In simple terms, it aims to ensure that, for example, a plumber who is trained in one State or Territory, can be recognised and registered as a plumber in another State or Territory. NFROT is a critical element in the efficiency of a national framework for vocational education and training, yet it is an area which is still not working to the satisfaction of industry or individual students.

The SCC established an Advisory Committee, comprising industry representatives, State and Territory authorities and the Commonwealth, to advise on how impetus might be given to the implementation of NFROT.

On November 1995 the Implementation Committee on Training Reform reported to Ministers that there was ongoing dissatisfaction with the operation of NFROT. Ministers agreed to seek further advice:

- on whether NFROT should be extended to cover structured training arrangements administered under contracts of training;
- on the feasibility of moving to a system of uniform principles for fees and charges for accreditation and registration of training providers; and
- on the implementation of national recognition arrangements and to identify any barriers to national recognition.

ASSESSMENT

The SCC is developing advice to the ANTA Board and Ministers on a national approach to workplace assessment. Specifically six industry-based projects commenced in 1995 to examine how training undertaken in the workplace can contribute to the acquisition of recognised qualifications.

The six funded projects were:

- *Automotive Training.* To develop an assessment and recognition system for the retail, sales and repair sector of the industry.
- *Clerical and Administration Training.* To improve quality assurance features of the assessment package which allow for recognition against a Level II Certificate, and to extend the system to other States and Territories beyond Victoria.
- *Construction Training.* To develop an assessment and recognition system for the industry, excluding the services sector. The model proposed is a partnership approach which allows recognition of competencies and access to qualifications via two routes, provider and on-the-job, plus combinations of the two.
- *Metals and Engineering Training.* To develop an assessment system to determine whether an individual has satisfied the competency standards units for purposes of classification under the award, and the requirements of a training program and a qualification under the AQF.
- *Tourism Training.* To allow national recognition for competencies assessed through the ACCESS assessment system previously developed for the industry.
- *Utilities.* To develop an assessment and recognition system for the electrical and electronics sector.

AUSTRALIAN QUALIFICATIONS FRAMEWORK

In November 1994, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to the implementation of an Australian Qualifications Framework over a five year period. The AQF provides an overarching structure for all nationally recognised qualifications - from a final school level qualification to a doctorate.

There are six levels of qualifications in vocational education and training - four at the Certificate level and two at the Diploma level. The AQF also recognises the part-achievement of a full qualification through Statements of Attainment, an option attractive to those not able to complete a whole course.

Occupational Health and Safety requirements are explained prior to using the oxy cutting machine.

While overall responsibility for the AQF rests with the AQF Advisory Board (which reports to MCEETYA), the SCC worked with the AQF Advisory Board in co-ordinating implementation of the AQF in the vocational education and training sector. Two members of the SCC are also members of the AQF Advisory Board, which met once in 1995.

The Implementation Committee on Training Reform also expressed concern to Ministers about slow progress in the establishment of co-ordination and management arrangements to the implementation of the AQF.

REDUCING THE COMPLEXITY OF TRAINING REFORM

The SCC has an integral role to play in reducing the complexity in training reform, which was a key concern of the ANTA Board in framing its advice to Ministers in September 1994 on the implementation of this reform. These measures such as devolution of standards endorsement, integration of standards and curriculum and the development of workplace assessment mechanisms - are steps towards the simplification of the regulating and decision making processes in the training system.

The ANTA Board believes there are still further measures which can be taken to ensure that vocational education and training is more relevant and accessible to both industry and individual clients. The Board will be exploring these measures further in the year ahead.

23

NATIONAL STAFF DEVELOPMENT COMMITTEE (NSDC)

Strategic priorities for staff development initiatives in 1995 were determined in consultation with State and Territory training authorities, peak industry groups and national organisations. The priority development areas included:

- Management Development;
- Return to Industry;
- Competency-Based Training;
- Flexible Delivery;
- Staff Development for Adult Literacy and Basic Education Personnel;
- Aboriginal and Torres Strait Islander Staff Development projects; and
- Co-ordination of the AVTS Professional Development Program.

Two major initiatives implemented in 1995 were:

- The Management Enhancement Team Approach (META) system - a practical, team-oriented and competency-based approach to learning in the workplace. This best practice approach to management development was specifically designed for the Australian vocational education and training system and encourages diversity and flexibility in learning strategies, is career-long, articulates with accredited education and training programs and recognises prior learning. The approach incorporated equity and promoted cultural diversity. The NSDC funded pilot sites in each State and Territory to develop and test the META system. Some 64 managers were involved and ranged from frontline managers to directors. This project will greatly assist in improving the capacity and effectiveness of staff, particularly in the management of TAFE Institutes.
- The Work Based Learning in Action Scheme - focussed on the implementation of Competency Based Training (CBT), flexible delivery and workplace language and literacy. The action learning was strongly endorsed as an effective staff development methodology. The scheme was implemented in all States and Territories and 632 participants were involved during the 1993-1995 triennium.

ANTA RESEARCH ADVISORY COUNCIL

The ANTA Research Advisory Council (ANTARAC) was established in 1993 to increase the level and relevance of research into vocational education and training issues. Research funded through ANTARAC should provide a better basis for policy development and decision-making. Other responsibilities of ANTARAC are to develop a national strategic plan for research into vocational education and training, allocate funds for research and development, and to broaden awareness and enhance the profile of vocational education and training through research and development within the sector.

The priority areas identified by the Council in 1995, consistent with the National Strategy, were:

- the training needs of small businesses;
- the training needs of people under-represented in vocational education and training;
- the assurance of quality in training;
- the economic impact of vocational education and training; and
- the value of learning in the workplace.

All ANTARAC projects funded in 1995 focussed on at least one of these priorities.

Of the $2.25 million allocated by ANTARAC in 1995, $750,000 supported the continued operation of three National Research Centres for Vocational Education and Training.

Funding was also provided for short to medium term studies, including tendered projects, innovative training research grants, dissemination grants, scholarships and fellowships. There were 342 expressions of interest in research projects, with 22 projects funded in 1995.

As part of a commitment to raise the profile and awareness of vocational education and training research, a national conference with the theme *Research in Progress* was held in Sydney in September 1995. Researchers, industry and vocational education and training organisations attended and were provided with a sample of on-going 1994 research projects to demonstrate research in progress. One objective was the promotion of industry involvement in vocational education and training.

New Leading Edge Training Activity Grants were introduced by ANTARAC at the end of 1995. These grants aim to capture innovative practice in training delivery and design undertaken by enterprises. The grants allow enterprises to document and disseminate industry experiences with training which would be of benefit to others in the field.

IMPROVED ACCESSIBILITY

The strategies to achieve improved accessibility outlined in the National Strategy emphasised:

- the needs of the existing workforce, with major studies to be undertaken into industries with low worker qualification profiles;
- work to be undertaken with the schools sector to encourage an increase in recognised vocational education and training in schools; and
- the different aspirations, strengths and needs of all clients, and in particular the needs of groups identified by Ministers as under-represented in vocational education and training and employment.

AUSTRALIAN VOCATIONAL TRAINING SYSTEM

At the MCEETYA meeting in November 1994, Ministers agreed to commence the Australian Vocational Training System (AVTS) from 1 January 1995 with ANTA assuming responsibility for national aspects.

In 1995, a range of activities were undertaken to implement the AVTS, including:

- development of a Management Plan which identified the roles and responsibilities for implementation of the AVTS at national, State and Territory levels and across various sectors. This plan outlined consultative arrangements and key tasks for 1995 and beyond;
- establishment of the AVTS Executive Group, responsible for co-ordinating cross sectoral co-operation and industry involvement, which provided advice on a broad range of issues and monitored progress in the implementation of the AVTS; and
- agreement by the ANTA Ministerial Council to the National Transition Program (NTP) which addressed translation of existing programs to meet AVTS principles, professional development, and work placement infrastructure.

  The 19 projects funded in 1995 to translate existing programs to the AVTS principles were managed by the States as follows:

New South Wales:
Engineering - Fabrication; Mechanical; Production; Child Care Studies; Aeroskills; Retail, Wholesale and Associated Services; Butchering and Smallgoods Making; and Sawmilling and Saw Doctoring;

Victoria:
Electrical and Electronics; Automotive-Repair and Retail Sale; Small Engine; and Road Transport and Warehousing;

A hairdressing student practices cutting techniques with teacher supervision.

Queensland:
Tourism; Automotive, Paint and Vehicle Body Building; and Construction Training;

Western Australia:
Clerical Administrative including Medical Receptionist; Hairdressing; and Furnishing;

South Australia:
Printing; and Commercial Cookery;

Australian Capital Territory:
Information Technology; and Laboratory Technician Assistant Traineeship.

A progress report was presented to Ministers in November 1995 which outlined a range of activities in relation to the implementation of the AVTS including:

- progress with the NTP;
- industry priorities for the 1996 component of the NTP;
- State and Territory arrangements to support the implementation of the AVTS; and
- progress with access and equity issues.

GROUPS UNDER-REPRESENTED IN VOCATIONAL EDUCATION AND TRAINING

In 1995, there was a focus on identifying training priorities, and barriers to training, for specific client groups outlined in the National Strategy. The extensive work done by States and Territories was assisted by advice from existing consultative groups, for example the Vocational Education, Employment and Training (VEET) Women's Taskforce, the States and Territories and national ITABs. Consultative arrangements for Aboriginal people, people with a disability and people from a non-English speaking background were also established.

A major longitudinal study was commenced in 1995 to look at the experiences of selected students over the course of a formal training program both in TAFE and private training. The project will be conducted over two years and will provide both qualitative and quantitative data gathering and analysis as an input to further development of strategies to improve the outcomes of training for people from groups who have been under-represented in vocational education and training or employment.

As part of the re-development of the National Strategy for Vocational Education and Training in 1996, ANTA commenced a major project to look at strategies for achieving equity in vocational education and training for the period 1997 to 2000. In 1995, this entailed the commencement of work on a stocktake of previously published reports and findings on access and equity issues in vocational education and training. An extensive consultation program and the preparation of issues papers are planned for 1996.

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

Most indicators, including education, employment and training statistics, show that Indigenous people are the most socially and economically disadvantaged of any identifiable group of Australians.

In 1994, unemployment for Aboriginal and Torres Strait Islander peoples was almost three times higher than for the non-indigenous population. Most of those who were employed were working in unskilled and semi-skilled occupations.

Some 1995 achievements included:

- Establishment by the ANTA Board of an Interim Aboriginal and Torres Strait Islander Peoples' Training Advisory Council to provide advice on priorities in vocational education and training for Indigenous Australians. The Interim Council advised on a wide range of matters including standards and curriculum development, technical training, staff development and apprenticeships and traineeships for Aboriginal peoples.
- Circulation by the interim Council of a discussion paper on the role, function and membership of a Council to over 500 industry, training, and community organisations. Feedback indicated strong support for the establishment of the Council.
- $15 million was earmarked over the 1996 to 1998 period (from the Commonwealth's 1995-96 Infrastructure Program for Aboriginal and Torres Strait Islander training providers) for national capital infrastructure projects for independent indigenous training facilities. In late 1995, ANTA invited proposals under this program from the State and Territory training authorities. It is envisaged that the funding process will commence in the later part of 1996.
- A Five Year Strategic Plan was launched by the Nagi Binanga, Queensland's Indigenous Peoples' Advisory Committee. Strategic goals included:
  - reduction in unemployment levels compared with those of the Queensland population generally;
  - development, delivery and funding of training programs;
  - development of an information strategy to keep Indigenous communities and education and training providers appraised of available training programs and services, and to ensure providers and employers are aware of cultural issues that may affect Indigenous people undertaking training or employment.
- Through Flexible Response Funding from the Northern Territory Employment and Training Authority, the Milikapiti Housing Association selected a provider to deliver on-site training for eight Aboriginal people in modules from the Certificate in Building Construction (Fitout and Finish). This project benefited the Milikapiti

An Aboriginal Studies student discusses a computer instruction package with lecturer.

community on Melville Island through the achievement of specific training outcomes as well as the renovation of four houses within the community.

WOMEN

Although women account for just over 50% of the population, in 1995 they made up 43% of the workforce and only 33% of full-time employees. Approximately 62% of women aged 15 to 64 had no post-school qualifications, compared with 52% of men, and only 21% of women held a vocational education and training qualification, compared with 33% of their male counterparts.

A National Vocational Education and Training Women's Strategy was funded by ANTA and developed by the VEET Women's Taskforce. This identified continuous improvement measures, training and staff development, standards, curriculum and delivery, pathway planning, balanced representation, and promotion and research as issues which needed to be addressed. The strategy focused on the needs of women who are benefiting least from the training reform agenda.

Parallel to the development of the National Women's Strategy, ANTA commissioned, also through the auspices of the VEET Women's Taskforce, a number of discrete projects to be completed in early 1996, which are looking at particular areas of women's experience within vocational education and training. These included:

- *Women in Workforce Training; Training and Enterprise Bargaining: What Their Intersection Means for Women;*
- *Young Women in Vocational Education and Training;*
- *Access Programs for Aboriginal and Torres Strait Islander Women in Vocational Education and Training; and*

- *An Evaluation of Programs for Rural and Regionally Isolated Women.*

The outcomes of these projects will inform the development of specific, targeted strategies as part of the National Women's Strategy.

Another project, *Impact on Resource Distribution - Consultation with Women's Networks*, documented good practice in models of consultation and methods for incorporating relevant performance indicators into State Training Profiles.

Effort was directed at the training needs of women employed at the operative level. ANTA commissioned a pilot scheme on *Training for Women at an Operative Level*. The scheme identified best practice models for use in development of 'How to' materials for ITABs to be finalised and distributed in 1996.

PEOPLE WITH A DISABILITY

Some 18% of the Australian population have a sensory, physical, intellectual or psychiatric disability. The performance of over 78% of these people is further affected by a handicap. More than half of handicapped Australians are not participating in the labour force and of those who are participating, over 21% are unemployed.

ANTA held a national training priorities seminar in October 1995 to hear from people with a disability, as well as the industries that employ them, on the strategies needed to meet their specific vocational education and training needs. Some of the most important issues identified by seminar participants included the need for:

- improved consultation with people with a disability;
- commitment of responsible agencies, in particular State and Territory training authorities, to the provision of accessible and flexible learning and the resolution of funding issues associated with support requirements;
- improved monitoring and evaluation of vocational education and training outcomes; and
- provision of relevant and accessible information to people with a disability and the raising of employers' and training providers' awareness of their specific needs.

Other 1995 achievements included:

- the development of a training program for students with disabilities by the North Coast Institute of TAFE in New South Wales. An employment preparation program was piloted in first semester 1995 as the foundation for 1996 entry into the full-time one year Certificate of Employment;
- establishment of an adaptive technology centre for students with physical disabilities at Lidcombe College, Southern Sydney Institute of TAFE; and
- the development of a pilot project on the use of technology for the development of deaf students' written language skills through Meadowbank College, Northern Sydney Institute.

PEOPLE FROM A NON-ENGLISH SPEAKING BACKGROUND

In 1994, 13.3% of the Australian population were born in a non-English speaking country, and represented 12.9% of the workforce. However, their unemployment rate is almost 60% higher than for those whose first language is English.

ANTA funded a training priorities seminar held by the Non-English Speaking Background (NESB) Ministerial Consultative Group and presented a paper at that seminar which identified the following key training priorities for NESB people:

- access to relevant and appropriate training;
- English language and literacy training;
- the provision of relevant and accessible information on vocational education and training;
- the recognition of overseas qualifications, competencies and cultural and linguistic skills of NESB people; and

- the need to address mono-cultural attitudes and employer discrimination.

ANTA worked with the NESB Ministerial Consultative Group in developing strategies to address these issues.

Some other notable 1995 achievements include:

- The allocation of funds by Victoria for cross cultural training for point-of-contact staff working in the adult and community education sector. Cross cultural training was also undertaken by a number of TAFE institutes and more widely by the Adult Migrant Education Service (AMES). The Council of Adult Education and AMES undertook professional development activities to increase the understanding of the special needs of non-English speaking learners. Workshops were conducted as part of the Team Teaching/Peer Tutoring Project for teachers and tutors of English as a Second Language.
- Other States and Territories, individual organisations and workplaces also undertook specific initiatives including cross-cultural training for employees, the use of plain English in resources, and a language assessment scheme to formally qualify employees from a non-English speaking background in the languages they speak.

RURAL AND REMOTE COMMUNITIES

According to the 1991 ABS population census, almost 30% of the population lived in either rural or remote areas of the country. While the participation of rural and remote students in TAFE was proportionate to the general population, they were over-represented in the lower level certificate courses and under-represented in advanced certificate, associate diploma and diploma courses.

ANTA has commissioned a research project on the training needs and priorities of people in remote and rural areas which is expected to be available in 1996. Specific 1995 achievements in addressing their needs included:

- Establishment of an Open Learning Centre at New England Institute of TAFE, NSW, in partnership with Tamworth City Council, the University of New England, the North West Health Service and the Department of School Education. Through this centre technology was used to link 33 sites in northern NSW and southern Queensland.
- Establishment of a Flexible Learning Centre at Geraldton Regional College, WA, which provided after hours access to a range of computing facilities. The centre co-ordinated enrolments for flexible delivery courses and acted as a central information and guidance point regarding flexible delivery.

ADULT ENGLISH LANGUAGE, LITERACY AND NUMERACY INITIATIVES

As ITABs develop and review competency standards against the new quality criteria, they are required to identify language, literacy and numeracy requirements within their industries. It is anticipated that this identification of requirements will lead to improved recognition of workplace training needs.

Funding will be made available to ITABs to act upon language, literacy and numeracy training needs identified in their Vocational Education and Training Plans. The type of assistance will reflect the specific needs of the industry and will be negotiated through performance agreement processes.

The State Implementation Group for the National Collaborative Adult English Language and Literacy Strategy consolidated their planning processes in 1995. The State Implementation Group is an example of integrated planning across different sectors including TAFE, private providers, English as a Second Language providers, and State and Territory representatives. Planning covers provision, data collection, evaluation, professional development, assessment and reporting systems and development activities.

Carpentry apprentices learn some of the finer points of their trade through off-the-job training.

TRAINEESHIP INITIATIVES

Enterprises and industries were encouraged to take on additional trainees under the *Working Nation* campaign.

Achievements in this $4.9 million project were:

- greater links between traineeship initiatives developed by NETTFORCE and Industry Training Companies and mainstream vocational education and training programs managed by the State and Territory authorities;
- increased participation by enterprise/industry in the traineeship programs;
- an increase in traineeship numbers and associated infrastructure arrangements;
- implementation of effective flexible delivery mechanisms; and
- a workable model, including curriculum materials, for the application of open learning technologies for small business.

INCREASED EFFICIENCY

The National Strategy identified the following measures to achieve increased efficiency:

- the operation of a national management information and statistical system and States and Territories reporting on performance against agreed performance measures; and
- increasing the understanding of training reform.

AUSTRALIAN COMMITTEE ON VOCATIONAL EDUCATION AND TRAINING STATISTICS (ACVETS)

ACVETS is a co-operative endeavour of all Commonwealth, State and Territory vocational education and training authorities, managed by the ACT, which is responsible for defining, collecting and reporting management and statistical information as the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). Some $6 million was directed in 1995 to achieving the following outcomes:

- the development and extension of a national accounting framework and inclusion of data in the annual *Vocational Education and Training Statistics* publication;
- State management information systems jointly developed with AVETMISS compliant software;
- the development of measures for outcomes, activity, and performance for flexible delivery;
- a schedule of national surveys of vocational education and training activities including an annual Student Destination Survey, a triennial Student Satisfaction Survey, an initial Employer Satisfaction Survey, a pilot staff survey and an annual assessment of unmet demand in TAFE; and
- more accurate, timely and frequent TAFE statistics collated and outlined in the Statistics Operation and Reform Program.

The provision of data to support the performance of the national vocational education and training system has long been an issue of some contention. In 1995, Ministers agreed to the ANTA Board's recommendation to commission a review of the management information needs of the national vocational education and training system.

Volume III of this Report contains detailed information on the performance of the vocational education and training sector, much of it derived from the work of ACVETS.

NATIONAL COSTING STUDIES

In 1995 several studies were undertaken at a national level to assist the measurement of the unit costs of delivery of vocational education and training

A Working Party of ACVETS was established in late 1994 to develop approaches to obtain reliable unit cost data. The Working Party prepared a position paper on the measurement of the unit costs of delivery in vocational education and training and subsequently reported on financial performance indicators and relative delivery costs issues later in 1995.

ACVETS and Australia TAFE International produced, with national funding, a set of guidelines for the costing of TAFE activities with particular reference to international activities.

PROMOTION OF VOCATIONAL EDUCATION AND TRAINING

While specific funding was not available for promotional activities in 1995, ANTA undertook some limited collaborative activity with industry, as well as nationally sponsored or self-funded activity.

The first **ANTA National Conference** on vocational education and training was held in Brisbane in February 1995, with the theme *Towards a Skilled Australia*, in keeping with the National Strategy. It was attended by more than 700 delegates including training providers, business, government, industry and union representatives.

Key focuses included:

- the importance of training to Australia's economic future;
- enterprise and union perspectives on national training reforms;
- industry and enterprise case studies; and
- research in vocational education and training and best practice.

Three issues were identified for Australia to develop and maintain a world-class vocational and education training system. These were:

- improving the quality and responsiveness of the vocational education and training system;
- the need to market the system; and
- the need to determine the right balance between the different types of education and training available.

The Australian Training Awards were introduced by ANTA in 1994 to recognise and reward excellence in Australia's vocational education and training system. The 1995 Awards ceremony was attended by more than 750 guests at the Sydney Convention Centre.

- Joseph Cleland, 24, a carpenter from Adelaide, was named DEET Aboriginal and Torres Strait Islander Trainee of the Year.
- Teresa Greer, 26, an industrial plumber from Perth, was named Apprentice of the Year;
- Jacquelynne La Fou, 21, a gardener from Canberra, claimed the title of Trainee of the Year; and
- Mark Cave, 33, a travel consultant from Townsville in Queensland, won the Vocational Student of the Year Award.

Other awards presented were:

- Small Business of the Year to Ideas on Deck, a Sydney marketing and public relations company (Maureen Kohalmi, Managing Director);
- Employer of the Year to the Ford Motor Company of Australia;
- the Prime Minister's Training Award which recognised achievements in increasing women's access to training, to Ms Virginia Simmons, Director of Kangan Institute of TAFE in Melbourne; and
- the Australian Training Award to Email Limited

The Australian Training Awards were the culmination of extensive State and Territory award programs which were conducted in the months leading up to the national Awards.

Mr Mark Cave, (left) Winner of the Vocational Student of the Year, receives his award from the Honorable Steve Hatton, MLA, Minister for Education and Training, NT at the 1995 Australian Training Awards.

Qantas was the major national sponsor of the Australian Training Awards in 1995, with some prizes provided by Transfield Limited and the Digital Equipment Corporation. All States and Territories contributed financially to the national Awards, with sponsorship of the Aboriginal and Torres Strait Islander Trainee of the Year award provided by DEET.

ENGAGEMENT OF INDUSTRY IN PROMOTING TRAINING

Industry organisations and national ITABs were invited to develop proposals for communicating training reforms within their own industry sector, in a collborative venture with ANTA. Around $200,000 was provided for projects managed by:

- the Australian Chamber of Manufactures;
- the Metal Trades Industry Association;
- the National Aeroskills Project; and
- Tourism Training Australia.

These projects are due to be completed in the early part of 1996.

ANTA also prepared, with the input of industry organisations, a comprehensive brochure on the current state of play in training reform, which included discussion of issues such as the national framework for vocational education and training, apprenticeships and traineeships, access and equity, the Frontline Management Initiative and User Choice. This brochure has been widely distributed around Australia and has received positive feedback from industry and enterprises.

Five editions of ANTA's newsletter, *Australian Training*, were produced in 1995. A readers' survey at the end of 1995 showed that *Australian Training* has a readership of 80,000 people involved in vocational education and training through industry, enterprises, group training companies, TAFE, private training providers, schools, community organisations and government representatives.

NATIONAL PROMOTION STRATEGY FOR TAFE

The National Promotion Strategy for TAFE received $100,000 from ANTA to develop and implement marketing and promotion programs for Australian TAFE. Outcomes included:

- establishment of the Australian TAFE Marketing Association (ATMA) which conducted an inaugural forum, *Marketing for Growth: New Skills for New Markets* in Sydney in September 1995;
- the referral of the *TAFE Staff and the Promotion of TAFE* report to the National Staff Development Committee for comment and advice;
- the development of the second edition of the *TAFE Marketing Toolkit;* and
- the *TAFE National Image* research project.

NATIONAL PROGRAMS

ANTA has been responsible for the administration of National Programs since January 1994. These programs were developed to stimulate change within the national vocational education and training system, create links with a wide range of the system's clients and implement the objectives of the national framework for vocational education and training. National Programs comprise the following elements:

ADULT AND COMMUNITY EDUCATION

Grant-in-aid to the Australian Association of Adult and Community Education.

ATS TRANSITIONAL FUNDS

The second year of a two year program to support States and Territories in assuming responsibility for traineeships, including off-the-job training and monitoring arrangements.

AUSTRALIAN STUDENT TRAINEESHIP FOUNDATION (ASTF)

The Foundation is responsible for developing and supporting joint school-industry programs. In December 1995 there were 7,800 students engaged in structured workplace learning, and the ASTF had funded 325 programs across 519 schools. These programs provided students in Years 11 and 12 with the opportunity to gain vocational competencies before they complete secondary school.

COMPETENCY STANDARDS, CURRICULUM & ASSESSMENT

Funding to support development of competency standards as well as skills audits and training needs analysis, curriculum and assessment approaches.

GROUP SCHEMES

Operational support for Group Training Companies, independent enterprises supported by industry and their local communities. Group Training Companies employ apprentices and trainees, manage their employment with a range of host employers, arrange structured on-the-job training with host employers, and off-the-job training with TAFE colleges and other training providers.

NATIONAL TRANSITION PROGRAM

Funding to assist the transition of State and Territory traineeship and apprenticeship programs to the AVTS and to implement the new packages within TAFE and other vocational education and training providers.

SKILLS CENTRES

Funding for the development, establishment and expansion of industry and enterprise-based skill centres.

SPECIAL EQUITY

Funding for programs designed to encourage women into apprenticeships, particularly in non-traditional trade areas for women.

NATIONAL STATE AND TERRITORY ITABS

Operational support for core activities by State and Territory ITABs.

WORK SKILLS AUSTRALIA

Funding to support the national and international Skill Olympics as well as funding for the monitoring and evaluation of entry level training arrangements, and the development of new more effective approaches to training and its delivery.

35

NATIONAL PROJECTS

National Projects are funded through the *Vocational Education and Training Act 1992*. The aim of National Projects is to promote opportunities to develop a national identity for the vocational education and training system, support action at the national level, and provide opportunities for co-operative development of a nationally consistent training system by all States and Territories. The management of National Projects in 1995 reflected two categories of projects: major and devolved.

MAJOR PROJECTS

Major projects in 1995 were:

PROJECT	ALLOCATION
▮ Australian Committee for Vocational Education and Training Statistics (ACVETS)	$6 million
▮ Commonwealth White Paper Initiatives	$4.92 million
▮ National Staff Development Committee (NSDC)	
(to 30 June 1995)	$2.35 million
(from 1 July 1995)	$2.1 million
▮ Australian Committee for Training Curriculum (ACTRAC)	
(to 30 June 1995)	$2.6 million
(from 1 July 1995)	$2.1 million
▮ ANTA Research Advisory Committe (ANTARAC)	$2.25 million
▮ Implementation of the National Strategy and Training Reform	$1.5 million
▮ Australian TAFE International (ATI)	$650 000
▮ Best Practice	$1 million
▮ National TAFE Marketing Strategy	$100 000

DEVOLVED PROJECTS

There were 83 devolved projects developed by the States and Territories, totalling $7.5 million.

The guidelines required the project to be in line with initiatives in the National Strategy, to be of an investigative and developmental nature, and to be of general significance to other areas or be of a visionary nature.

More details on National Project arrangements, including responsibility for the devolved projects, are included in Volume II.

INTERSTATE CO-OPERATIVE PROJECTS

Interstate Co-operative Projects were funded through a $10 million allocation from growth funds. They were developed and managed by State and Territory training authorities after assessment and approval of submissions.

The aim was to help advance the national identity of the vocational education and training system through the development of co-operative links between State and Territory systems, with projects which focussed on the delivery of additional student places supported.

There was significant success in promoting a more integrated national vocational education and training system through the exchange of facilities and equipment, curriculum, learning resources and teaching expertise. Other outcomes of projects were:

- less duplication of training resources;
- the development of high quality learning materials and innovative flexible delivery strategies;
- meeting the training needs of special groups through a co-ordinated approach (in particular Aboriginal and Torres Strait Islander peoples, people in remote locations and operative level workers); and
- boosting industry confidence in the responsiveness of the vocational education and training sector to industry's training needs.

In 1995 the program supported a total of 17 projects at a cost of $6 million. These resulted in the delivery of almost 782,000 student contact hours of training and provided for more than 1,500 additional full-time student places, the majority of which were in regional and remote areas across Australia.

In addition, some $4 million was set aside for projects related to the introduction of new technology, and flexible delivery of learning packages, as outlined earlier.

1995 INTERSTATE CO-OPERATIVE PROJECTS

STATE	PROJECT	COST $	STUDENT CONTACT HOURS TARGET	PLACES TARGET
NSW	Education and Training in Remote Areas	490,000	72,000	100
	Engineering Production Certificate	242,000	19,200	120
	Aboriginal Rural Training	50,000	2,650	16
	Open Learning in Agriculture	50,000	40,000	40
	Certificate in Poultry Production	50,000	6,825	15
	Albury/Wodonga Co-operative Activity	310,000	75,600	90
	Certificate in Recreational Leadership (with ACT)	77,000	12,230	23
	Coolangatta/Tweed Heads - Cross Border	1,633,500	282,960	400
	(Joint NSW/Qld project)	(978,000 NSW	(164,160 NSW	
		655,500 QLD)	118,800 QLD)	
VIC	Food Processing Certificate	689,600	80,000	120
QLD	Remote Area Education	140,000	18,250	20
WA	Borders Wiya Project	827,000	54,000	90
	Tropical Horticulture	131,000	11,000	26
TAS	Flexible Learning - Fire Technology	111,500	24,000	100
	Food Processing Certificate	100,000	18,500	230
ACT	Practice Firms	410,600	756	45
	Recreational Leadership (with NSW)	118,000	18,740	41
NT	Conservation and Tourism	567,000	45,000	75
All States	Flexible Delivery (development) Projects	4,000,000	N/A	

FINANCIAL INFORMATION

The Annual National Report financial tables were compiled from financial data for the 1995 calendar year. The data was collected by the Australian Committee on Vocational Education and Training Statistics (ACVETS), in accordance with the National Financial Reporting Framework for Vocational Education and Training.

This Framework has been agreed by the ACVETS Resources Group (FRG) following development work by Coopers and Lybrand. The FRG comprises representatives from each State and Territory, the National Centre for Vocational Education Research (NCVER), the Australian Bureau of Statistics, DEETYA, ANTA and the National Management Information and Statistical System (NATMISS) Working Party.

The 1995 data was collected from transactions processed by State and Territory training organisations and public providers. The only additions to these data may be for adult and community education in some States and Territories and for expenses and services paid for by another department or central agency on behalf of the State training organisation.

The financial data, which is prepared on a cash accounting basis, was consolidated by State and Territory training organisations and covered all courses including Adult and Community Education (Stream 1000 courses only), commercial operations, capital transactions, regulatory and administrative activities.

Reported for the first time is a dissection of total recurrent vocational education and training expenditure by activity using the following categories:

- Direct Delivery;
- Delivery Support Services;
- Student Services;
- Administration and General Services;
- Property;
- Plant and Equipment Services; and
- Other.

Some classification problems identified in the 1994 collection were corrected in the 1995 collection. The forthcoming ACVETS publication *Collection of National Financial Data on Vocational Education and Training* provides revised 1994 comparatives where applicable. The collection will be enhanced further for 1997, for which the financial data are to be prepared on an accrual basis.

TOTAL VET REVENUE AND EXPENDITURE BY TYPE

1995 ($'000)

	RECURRENT												CAPITAL			
	Operating Receipts						Receipts from Government									
State/Territory	Fee For Service	Ancillary Trading	Student Fees & Charges	Donations & Contributions	Sales of Property, Plant & Equipment, Loans and Advances returned	Loans Raised	Other	Commonwealth General Purpose Recurrent	State Recurrent	Other Commonwealth Specific Funded Programs	Other Contributions	Total Recurrent	Commonwealth	State	Total Capital	TOTAL REVENUE
NSW	101,378	31,415	33,621	1,431	1,751	0	12,865	176,032	747,261	36,735	99,426	1,241, 915	79,353	42,917	122,270	1,364,185
Vic	96,038	41,360	39,580	488	5,884	1,600	31,793	124,989	410,603	52,467	12,702	817,514	57,197	24,316	81,513	899,027
Qld	33,655	9,826	20,638	183	0	0	12,297	82,966	274,722	23,445	0	457,732	37,542	22,050	59,592	517,324
WA	28,393	10,861	14,131	847	746	0	6,073	46,906	171,798	26,395	10,500	316,650	20,869	6,087	26,956	343,606
SA	30,834	3,535	29,347	0	641	0	1,618	41,035	130,025	6,085	0	243,120	19,059	2,500	21,559	264,679
Tas	6,261	2,216	2,616	36	94	0	2,091	15,142	44,518	3,614	564	77,152	5,929	6,150	12,079	89,231
ACT	9,441	1,146	3,806	21	26	300	1,243	10,581	42,223	2,030	6,816	77,633	3,643	5,313	8,956	86,589
NT	2,200	1,083	1,848	1	41	0	228	5,808	46,454	4,864	5,077	67,604	4,051	502	4,553	72,157
National	0	0	0	0	0	0	0	44,289	0	71,664	0	115,953	0	0	0	115,953
TOTAL	308,2	10,101,442	145,587	3,007	9,183	1,900	68,208	547,748	1,867,604	227,299	135,085	3,415,273	227,643	109,835	337,478	3,752,751

REVENUE

Notes:
(1) Comprises Commonwealth general purpose recurrent funding for National Projects and Interstate Co-operative Projects.
(2) Represents Commonwealth funding for National Programs, net of funds paid to State/Territories, and ANTA's operating costs.
(3) Activity amounts are recurrent expenditures for employee costs, supplies and service payments, grants and subsidies expenditures and interest and other finance costs only.

General Notes:
1. The financial data in the following 3 tables are collected by ACVETS from "Statement of Cash Flows" returns provided by States and Territories and ANTA.
2. Data on non-cash operating, financing and investing activities have been included under the appropriate State/Territory headings.
3. The above figures do not include receipts from sales/maturities of investments and payments for investments.
4. The accounting policies applied to the collection of the above data are as set out in the National Financial Reporting Framework.
5. The information contained in the above tables represents unaudited information.
6. Revenue and expenditure figures that are recorded under the "National" heading cover specific VET activities for which ANTA has responsibility.
7. Commonwealth sourced revenues and expenditures do not include amounts which have not been paid through ANTA or directly to State Training Agencies or public providers. These would include Commonwealth Labour Market payments to private and other non public providers.

TOTAL VET REVENUE AND EXPENDITURE BY TYPE

1995 ($'000)

	RECURRENT											CAPITAL				
	Employee Expenses					Other Related Expenses										
State/Territory	Salaries, Wages, Overtime and Allowances	Superannuation	Payroll Tax	Other Salary and Wage Related Costs	Total Employee Costs	Supplies and Services	Grants and Subsidies	Interest and Other Finance Costs	Repayment of Loans and Finance Lease Payments	Loans and Advances	Total Recurrent	Major Buildings	Minor Works	Site Acquisition	Plant and Equipment	Total Capital	**TOTAL EXPENDITURE**
NSW	747,757	79,380	52,488	16,095	895,720	277,777	78,451	342	0	0	1,252,290	54,317	21,245	5,189	29,919	110,670	1,362,960
Vic	450,597	39,946	30,041	8,771	529,355	187,741	41,708	2,837	5,355	2,074	769,070	76,927	1,425	8,707	9,188	96,247	865,317
Qld	274,902	28,365	13,781	2,103	319,151	100,448	30,740	170	1,578	0	452,087	36,541	5,189	64	24,294	66,088	518,175
WA	172,048	12,217	1,209	4,227	189,701	75,307	23,414	1,824	511	0	290,757	18,325	3,409	3,245	19,685	44,664	335,421
SA	129,813	15,176	8,544	1,382	154,915	69,437	11,951	463	0	0	236,766	19,302	3,719	0	2,650	25,671	262,437
Tas	46,182	4,377	107	720	51,386	23,284	2,388	0	0	0	77,058	8,391	508	0	3,248	12,147	89,205
ACT	46,771	7,653	0	1,492	55,916	18,303	3,014	46	101	0	77,380	3,408	1,294	0	5,258	9,960	87,340
NT	35,844	4,623	1,968	2,253	44,688	14,213	5,239	0	0	0	64,140	3,919	509	0	186	4,614	68,754
National	5,874	721	0	139	6,734	5,037	75,561	0	0	0	87,332	0	0	0	0	0	87,332
TOTAL	1,909,788	192,458	108,138	37,182	2,247,566	771,547	272,466	5,682	7,545	2,074	3,306,880	221,130	37,298	17,205	94,428	370,061	3,676,941

EXPENDITURE

40

40A

TOTAL VET REVENUE AND EXPENDITURE BY TYPE

1995 ($'000)

STATES AND TERRITORIES RECURRENT EXPENDITURES BY ACTIVITIES

State/Territory	Direct Delivery	Delivery Support Services	Student services	Administration and general Services	Property,Plant and Equipment Services	Other Services	TOTAL
NSW	762,162	91,401	34,745	278,209	82,693	3,080	1,252,290
VIC	419,356	49,058	19,356	129,062	116,691	28,118	761,641
QLD	215,012	44,374	7,698	142,221	37,129	4,075	450,509
WA	150,228	31,898	13,916	74,217	10,151	9,836	290,246
SA	134,861	26,681	4,344	49,959	20,921	0	236,766
TAS	39,755	6,006	6,448	22,629	1,187	1,033	77,058
ACT	40,085	268,099	95,034	724,332	281,156	49,815	3,209,929 [4]
NT	30,034	10,425	5,022	13,306	2,522	2,831	64,140

SUMMARY TABLE

1995 ($'000)

REVENUE

State/Territory	RECURRENT		CAPITAL	TOTAL REVENUE
	Operating Receipts	Receipts from Government		
NSW	182,461	1,059,454	122,270	1,364,185
VIC	216,753	600,761	81,513	899,027
QLD	76,599	381,133	59,592	517,324
WA	61,051	255,599	26,956	343,606
SA	65,975	177,145	21,559	264,679
TAS	13,314	63,838	12,079	89,231
ACT	15,983	61,650	8,956	86,589
NT	5,401	62,203	4,553	72,157
NATIONAL	0	115,953	0	115,953
TOTAL	637,537	2,777,736	337,478	3,752,751

EXPENDITURE

	RECURRENT	CAPITAL TOTAL	EXPENDITURE
NSW	1,252,290	110,670	1,362,960
VIC	769,070	96,247	865,317
QLD	452,087	66,088	518,175
WA	290,757	44,664	335,421
SA	236,766	25,671	262,437
TAS	77,058	12,147	89,205
ACT	77,380	9,960	87,340
NT	64,140	4,614	68,754
NATIONAL	87,332	0	87,332
TOTAL	3,306,880	370,061	3,676,941

APPENDIX A: LIST OF STATE AND TERRITORY TRAINING AUTHORITY BOARD MEMBERS 1995

NEW SOUTH WALES

Sir Nicholas Shehadie, AC, OBE (Chair)
Chairman
SBS Television

Ms Linda Burney
President
NSW Aboriginal Education Consultative Group

Ms Jane Diplock
Director-General
Department of Training and Education Co-ordination, and
Managing Director, NSW TAFE Commission

Ms Julia Fellows
Director, Human Resources
State Rail Authority

Ms Barbara Glen-Feltis
Proprietor
Power Business College

Mr Warren Grimshaw (until March 1995)
Executive Director
NSW Ministry of Education and Youth Affairs

Mr Bryan Jones
Manager, Training and Development
Email Ltd

Mr Kevin Power
Executive Director
ACTU-Lend Lease Foundation

Dr Gregor Ramsey (until June 1995)
Managing Director
NSW TAFE Commission

Dr Kerry Schott (until March 1995)
Executive Vice President
Bankers Trust

VICTORIA

Mr Warwick Bisley (Chairperson)
Chairman and Managing Director
Kemcor Australia, Pty Ltd

Mr David Edwards (Deputy Chairperson)
Chief Executive Officer
Victorian Employers Chamber of Commerce and Industry

Mr Gary Campbell
Director, Information Services
Coles Myer Ltd

Mr Ralph Clarke
President of Council
Wodonga Institute of TAFE

Ms Julie Owen
Vice President/Director of Corporate Relations
McDonald's Family Restaurants

Mr Robert Smith
State Secretary
The Australian Workers Union

QUEENSLAND

Mr Bill Siganto (Chair)
Chairman
Siganto and Stacey Pty Ltd

Mr Bernie Carlon *(ex officio)*
Executive Director
Division of Vocational Education, Training and Employment
General Manager
VETEC

Ms Eleanor Davidson
Executive Assistant Manager &
Area Director of Training - Australia and South East Asia
Brisbane Hilton

Ms Denise Davis
Management Consultant
Bellbowrie

Mr David Harrison (from August 1995)
State Organiser
Amalgamated Metal Worker's Union - Townsville

Mr Harry Hauenschild, AO,
Commissioner for Training
Division of Employment and Training Initiatives,
VETEC

Ms Gay Hawksworth
Secretary
Queensland Nurses Union

Mr John Herbert (until August 1995)
Director Vocational Education and Training Division
DEET

Mr John Heussler, AM,
Baronga Road
Yandina

Mr Robert Marshman *(ex officio)*
Director-General
DEVETIR

Mr Frank Peach
Director-General
Department of Education

Mr Dawson Petie (until May 1995)
General Secretary
ACTU - Queensland Branch

Professor Linda Rosenman
Professor of Social Policy
University of Queensland

WESTERN AUSTRALIA

Mr Harry Sorenson (Chair)
Mr Peter Eggleston
Mr Harvey McLeod
Mr Rob Meecham
Ms Diana Mitchell
Mr Lyndon Rowe
Mrs Shirley Thorn
Mr Russell Williams

SOUTH AUSTRALIA

Mr Peter Romanowski (Chair)
General Manager, Human Resources
Mitsubishi Motors Australia Ltd

Ms Robyn Buckler
Industry Training and Liaison Officer
Australian Liquor, Hospitality and Miscellaneous
Workers' Union

Professor Ian Chubb
Vice-Chancellor
Flinders University, and
Member of the National Board of Employment,
Education and Training and of its Higher Education
Council

Ms Dagmar Egen
State Manager
Aspect Computing, and
Deputy Chancellor, University of South Australia
and
Member of the South Australian Development
Council

Ms Di Ewens
Regional Manager
Telstra's Corporate and Government Service
and member of the Telstra Learning Board

Professor Harry Green
Research Professor
University of South Australia's Institute for
Telecommunications

Mr John Lesses
Secretary
United Trades and Labour Council of South
Australia

Mr Paul Rosser
Manager
Client Services of the Australian Quality Council

Professor Judith Sloan
Director
National Institute of Labour Studies

Mr Peter Smith
Managing Director
AWA Defence Industries of South Australia, and
Chair
Australian Association of Aerospace Industries

Ms Debbie Thiele
Inaugural South Australian Rural Woman of the
Year

Mr Brian Stanford *(ex officio)*
Chief Executive
Department for Employment, Training and Further
Education

TASMANIA

Mr Andrew Koo (Chair)
Managing Director
Mercury-Walch Pty Ltd

Mr Michael Buck
Director
ARS Recruitment

Mr Peter Griffin
Chair
Tasmanian Rural Industry Training Board Inc

Mr Alan Kenny
Secretary
Electrical, Electronic, Plumbing and Allied Workers'
Union

Ms Charmion Leyton-Grant
Finlay Media Services

Mr Darcy McGaurr
Secretary
DIRVET

Mr Richard Scallan
General Manager
Renison Mine

Ms Pauline Shelley
Divisional Organiser
Australian Liquor, Hospitality and Miscellaneous
Workers' Union
Tasmanian Branch

Dr Judith Walker
Senior Lecturer
University of Tasmania

AUSTRALIAN CAPITAL TERRITORY

Professor Mike Reynolds, AM (Chairperson)
Associate Professor
Canberra University

Mr Mike Alves
Executive Director
Confederation of ACT Industry

Mr Jeff Blythe
Printing and Kindred Industries Union

Mr Norman Fisher, AM *(ex officio)*
Director
Canberra Institute of Technology

Mr Clive Haggar
Secetary Australian Teachers Union
ACT Branch

Mr Ray Hutt
Chairperson
Joint Industry Training Council

Mr Charles McDonald
Past Secretary
ACT Trades and Labour Council

Ms Katie Reardon
Manager, Employee Relations
ACT Electricity and Water

Mr John Tozer
Construction Manager
Concrete Constructions

Ms Cheryl Vardon
Chief Executive
ACT Department of Education and Training

NORTHERN TERRITORY

Mr Andrew Bruyn (Chair)
General Manager
Channel Eight Television Pty Ltd

Mr Peter Brown
Peter Brown Auto Electrics

Mr Mark Crossin
Secretary
Australian Education Union

Mrs Carole Frost
NT Chamber of Commerce & Industry Inc

Ms Mae Govan
PO Box 2061
Katherine NT 0851

Mr Ross Hampton
Aboriginal Hostels Ltd

Mr Mike Heap
General Manager
Beaufort Hotel, Darwin

Ms Sharyn Innes
Katherine Regional Tourist Association

Mr Allan McGill
Town Clerk
Alice Springs Town Council

Dr Harry Payne
Chairman
NT Board of Studies

Mr Doug Phillips
Mitsubishi Darwin

Ms Liz Tchacos
Area Manager NT
Department of Employment, Education, Training and Youth Affairs

APPENDIX B: STANDARDS AND CURRICULUM COUNCIL MEMBERS 1995

Ms Cherry Cole (Chair)
Senior Employee Relations Advisor
Telstra Australia

Ms Helen Allnutt
Assistant Secretary
Training Development Branch
Department of Employment, Education and Training

Ms Mary Douglas
National Industrial Officer
National Union of Workers

Mr Peter Dwyer
Human Resource Manager
Amcor Fibre Packaging

Mr Malcolm Goff
Executive Director
Quality and Review Division
Western Australia Department of Training

Mr Peter Gordon
Executive Director
ACT Vocational Education and Training Authority

Mr Peter Griffin
Member
Tasmanian State Training Authority

Mr Roger Harrison
National Personnel Manager, Unilever
Personnel Director, Unifoods

Mr Rex Hewett
Federal TAFE Secretary
Australian Education Union

Ms Rachael Hunter
Director
Logan College of TAFE

Mr Bill McGrath
Senior Adviser
Batchelor College

Ms Patricia Neden
General Manager, Client Relations Management
Office of Training and Further Education

Mr Julius Roe
Industrial Officer
Australian Metal Employees' Union

Mr Lyndon Rowe
Chief Executive
Chamber of Commerce and Industry of Western Australia

Ms Rosalind Strong
Assistant Director-General
Vocational Education and Training Policy and Planning
Department of Training and Education Co-ordination, New South Wales

Mr Peter Tighe
National Secretary
Communications, Electrical, Electronic, Energy, Information, Postal, Plumbing and Allied Services Union of Australia

Dr Geoff Wood
Director
Education and Training Services Division
South Australian Department of Employment and Training

Mr Doug Wright
NSW Director
Metal Trades Industry Association of Australia

APPENDIX C: NATIONAL STAFF DEVELOPMENT COMMITTEE MEMBERS 1995

Mr John Allsopp (Chair)
Acting Executive Director
NSW TAFE Commission

Ms Joan Armitage
Director, Training Reform Section
VET Division
Department of Employment, Education and Training

Ms Jenny Cranston
Director, Organisational Development
TAFE Queensland

Ms Shirley Gregg
Director, Training Operations
Department of Industrial Relations, Vocational Education and Training, Tasmania

Mr Ian Gribble
Human Resources Policy Advisor
Office of Training and Further Education, Victoria

Dr Peter Harris
Australian Council for Private Education and Training

Ms Kay Lord
Acting General Manager
Personnel and Employee Relations
NSW TAFE Commission

Mr John Mitchell
Manager, Human Resources
Department of Employment, Training and Further Education, South Australia

Ms Kerry Moir
Director, Human Resource Development
Northern Territory Department of Education

Ms Astrid O'Neill
Head of Studies, Retail and Access
Granville College
South Western Sydney Institute of TAFE

Ms Margaret Peoples
Head of Department
Staff Development
Canberra Institute of Technology

Mr Bob Shaw
Group Manager, Training and Development
BHP Steel

Mr Juris Varpins
Manager, Professional and Career Development
Western Australia Department of Training

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

BEST COPY AVAILABLE

AUSTRALIAN NATIONAL TRAINING AUTHORITY
AMP PLACE 10 EAGLE STREET BRISBANE 4000
GPO BOX 3120 BRISBANE 4001
TELEPHONE (07) 3246 2300 • FACSIMILE (07) 3246 2490